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Thesis

COMMUNITY INFORMATION OF 233 MIDDLE GRADE CHILDREN

Submitted by

Ralph C. Doran, Jr.

(A.B., Harvard, 1940)

In partial fulfillment of requirements for the degree of Master of Education.

1949

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CHAPTER I

INTRODUCTION

A significant indication of the effectiveness of a school program is the manner in which its products fit into the life of their community. For some years now it has been recognized that a basic aim of any good school system is the development of individuals who will be able to do their part as citizens of their immediate community, the town or city in which they live. Such a school system is not concerned alone with the development of capable adult citizens but also with the training of youngsters who will be able to serve their community well at any period of this development. Every good educational program should strive to train children in their duty toward their town or city at the point at which their particular rate of growth finds them. Each pupil, whether he be a first grader or a twelfth grader, should be made to realize that he has some obligations to his neighborhood and perhaps to larger surrounding areas. It is with this phase of education that this paper is concerned. It is its aim to show how effective has been the teaching of community affairs in the intermediate grades of a particular town.

The community. The community chosen is the town of Ludlow located in the western part of Massachusetts. Since the town adjoins the city of Springfield, and many of its

residents are employed in that city, a little attention will also be given to that municipality. This study will endeavor to show the effectiveness of the teaching of community information and the various phases of life within the community in the elementary grades of Ludlow. It is not the aim of the author to find fault but rather to aid the school system of the town by showing areas of community study which are not being adequately touched upon at the present time.

The test. To determine the extent of the knowledge of the pupils concerning Ludlow and its vicinity a test has been drawn up. This instrument consists of a variety of items designed to test the individual's knowledge of the various aspects of life in the Ludlow area. The test was given to all of the pupils of grades four, five, and six of the town of Ludlow. All of these children, 233 in number, were located in one building, the S. Adelaide Cole School, for it houses all of the intermediate grades of the town.

The definition of a community. The term community as used in this report will refer to the area within the borders of a particular town. This usage of the term conforms with the commonly accepted definition of a community: "A community is a group of persons living in a definite geographical area and sharing common interests." This familiar

quotation is from Bingham.[1]

From the findings on the aforementioned studies it will be possible to show the extent of the community information possessed by these youthful citizens of Ludlow. The author does not intend to be critical of the present effort of the school system in this field, for he realizes that something is being done. However, this phase of education is all important, and no effort should be spared to make certain that every school child is being adequately trained as a member of his community both for the present and for the future. From this report it will be possible to show phases of community living on which the school can place further emphasis. A followup of this study through the means of definite additions to the curriculum should result in benefits to the school, the pupil, and the community.

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[1]Florence C. Bingham, editor. Community Life in a Democracy, National Congress of Parents and Teachers, Chicago, 1942, p.1

CHAPTER II

REVIEW OF LITERATURE

Earlier studies. Since the main problem of this study was to construct a test which would determine, to a degree at least, the amount of information concerning their community possessed by these children, a search was made for any earlier attempts along these lines. The search, however, proved reasonably unproductive, for although the writings on the place of the community in education today are voluminous, nothing exactly like the present study appears to have been attempted. The nearest approach to it is a community affairs test written by Roy A. Price and Robert F. Steadman[1] as a part of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. This test was of definite value to the present study but was on a secondary school level. A second study with somewhat similar aims was that made by Walter B. Holt[2]. His purpose was to determine to what extent the elementary schools were using the resources of a particular community.

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[1]Roy A. Price and Robert F. Steadman. Test on Community Affairs, a part of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York under the direction of Howard E. Wilson, Education Building, Albany, New York, 1938

[2]Walter B. Holt. To What Extent are the Elementary Schools of Newington, Connecticut, Utilizing the Resources of the Community, Ed.M. Thesis, Boston University School of Education, Boston, 1947

Background material. It was decided almost from the outset that a test would be the best method of determining the amount of community information possessed by these intermediate school children. A check list of children's behavior to be submitted to various individuals in public positions throughout the community was considered momentarily but was rejected for two reasons. First, it would be nearly impossible for such a person to determine the identity of all youngsters in the fourth, fifth, and sixth grades, and second, the check list would not cover all of the various aspects of community information as well as a test.

In order to decide upon the types of questions to go into such an instrument it was necessary to do a certain amount of background work. In the beginning a number of books on the general subject of the place of the community in education were examined. From this much of the information that should go into the test was decided upon. The twelve areas of community study as set forth in E. G. Olsen's[1] School and Community are the basis for the items in this test.

This book lists the so-called "social processes" which make up the life of the community as: (1) utilizing the

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[1] E. G. Olsen and others. School and Community, Prentice-Hall, Inc., New York, 1946, p.50

natural environment, (2) appreciating the past, (3) adjusting to people, (4) exchanging ideas, (5) making a living, (6) sharing in citizenship, (7) maintaining health and safety, (8) improving family life, (9) securing education, (10) meeting religious needs, (11) enjoying beauty, (12) engaging in recreation.

As many books as possible in the field of community education were examined, all of them with the intent of obtaining further information which might lead to another item for the evaluating instrument. The nearest approach to a community affairs test of this type is the previously mentioned work of Roy Price and Robert Steadman. This test consists of a number of general questions which might be applied to any town or city in New York. Although the questions were of a general nature which might have applied to Ludlow as well as a town in New York, their value in this study was lessened because they were written on a secondary school level. Holt's study which has already been mentioned was examined rather closely. A number of other books and periodicals of a rather more general nature on this subject of bringing the community into education were also read. From some of these a variety of ideas for items for the test were obtained, but their contributions were less specific so they will not be mentioned here.

Writings which referred to Ludlow specifically were rather difficult to find, but three were eventually discovered

which proved of great assistance. The first of these was a history of the town written by Reverend A. Noon[1] for the centennial celebration of Ludlow in 1875. At a later date the history was continued unitl the story of the community was carried down to 1911. Although the volume obviously omits a considerable portion of the town's history, this situation is not particularly serious, for the events from 1911 to the present day can be reconstructed by means of conversations with some of the older residents. All of the items pertaining to history which are included in the test were obtained from these two sources.

A second publication which offered some helpful material on Ludlow was a statistical report on the town prepared by the Bureau of Business Research of the Boston University College of Business Administration.[2] This report was prepared for the Industrial Development Committee of the New England Council, and its information was based on figures compiled in 1947. Its pages included a wide variety of material ranging from a break-down of the foreign born population of Ludlow to the number of bath tubs within its borders. The subject matter for

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[1]A. Noon. The History of Ludlow, Springfield Printing and Binding Company, Springfield, 1912.

[2]Statistical Study of Ludlow, prepared for the Industrial Development Committee of the New England Council, Bureau of Business Research, Boston University College of Business Administration, Boston 1949

a number of questions was obtained from this report.

A third source of material on Ludlow was a report of a graduate student at the University of Massachusetts. This study written by John Crain[1] was a recreational survey of the area in question. It contained many useful maps and charts of this vicinity, the present zoning plan for the town, some historical facts, considerable topographical information, and a discussion of the plants of the section. This was a report written in 1948 so offered much up-to-date material for the community affairs test being drawn up as a part of this study.

Not too much space will be devoted to background research in this study. A considerable amount of time was given over to reading in order to gather material for the test, but in the end major attention was devoted to the actual construction of the test. Without it there would have been no study.

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[1]John Crain. A Survey of the Recreational Facilities of Ludlow, Massachusetts, a graduate paper, University of Massachusetts, Amherst, 1948

CHAPTER III

PROCEDURE

Type of test. While material was being collected for the measuring instrument, the question of the type of test to be used was constantly being considered. It was decided that the multiple choice type of question should be used. This type of test is familiar to the pupils who were tested, for it is employed frequently by the classroom teacher in her daily work and in the achievement tests that are taken each year. Since there is small chance for guess work in this type of item, the test results will be more reliable. Furthermore, for this kind of test the multiple choice question is helpful, for the answers can be scored with greater ease and accuracy.

Vocabulary. Because the test was to be given to youngsters of the fourth grade as well as those of the fifth and sixth, the vocabulary used had to be within their capabilities. To assure this the words employed were checked with the Durrell-Sullivan Reading Vocabularies.[1] As an added check a reliable fourth grade teacher of considerable experience was consulted. She was asked to examine the test with reading difficulties in mind. In both instances it was decided that

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[1]Durrell, Donald D. Improvement of Basic Reading Abilities, World Book Company, New York, 1940

the vocabulary used was within the capabilities of a fourth grader, and if there were any small number of exceptions, they were peculiar to the information required in the item and could not be changed.

Interviews. Before the construction of the test is considered one further step should be discussed. As has been previously mentioned, one of the best sources of information was the townspeople themselves. This was particularly true in the case of local history. Since the only available written history of the town was brought to a close in 1911, it was necessary to fill the gap through conversations with older residents of the community. Other facts on a number of different subjects were also acquired by this method.

Of considerable help in the construction of the test were two members of the school system. Whenever there was any doubt about any of the information to be used, these individuals were consulted as to the accuracy of the item. Since both of these people are longtime residents of Ludlow, they were of great assistance to the author who was spending his first year within the town.

The items. The evaluation of the information concerning their community possessed by these fourth, fifth, and sixth grade pupils is the important part of this study. Consequently a careful examination of the items included in the instrument

will be made at this point. Each question was constructed with a particular purpose in mind rather than in the simple attempt to include all of the community facts possible regardless of their value. The knowledge of the correct information in the case of each item was considered to be of more than casual importance to the individual child. Moreover, in most instances this information was considered to be of value to the youngster not only for the future but for his use at his present age level.

Areas of community study. The seventy items which make up the test are divided roughly into six separate areas of community study. Since no one of these areas has more than seventeen questions, it is obvious that the results on any one area cannot be taken too seriously. In the case of only one of these divisions will any use be made of them. This use will be discussed in a later chapter.

Geographical setting. The first eleven questions are concerned with what might be entitled the geographical setting of Ludlow. Items #1 and #4 ask for information on the Chicopee River, which flows along the town's southern boundary. Since the river has and still does play a significant part in the industrial picture of the community, it is important that each youngster should have some knowledge about the stream. Question #3 too may be associated with the same idea, for the

concentration of the town's population in one particular section is directly related to the river.

The altitude of the highest hill and the length of the town were selected for similar reasons. Knowledge of this type makes possible comparisons between this town and other communities. Such information is useful, for it may indicate some of the occupations in which a community may be engaged or may reveal something about the density of the population.

Every child, as he studies the geography of the world, encounters references to the amount of precipitation received in various areas. Without some very definite basis for comparison these references are meaningless. Consequently item #5 was added to the test, for a knowledge of the rainfall of the pupil's own town would help him to understand the amount and the significance of the precipitation received in some other region.

Question #6, which is concerned with the location of large nearby cities, is useful to the individual, for it calls for a knowledge of the relative closeness of some of the largest cities in the East. The following question requires information of a similar order, in this case an awareness of the towns that bound Ludlow.

The last three items of this so-called geographical section are based on the plants and animals of the town. Knowledge of this sort seems to be all too scarce in this day when

Ludlow is becoming more and more a residential community. Moreover, an understanding of these facts becomes more desirable when we realize that Ludlow still contains a substantial amount of farm land and a town forest of considerable size. The large and enthusiastic membership of the local rod and gun club also shows that there still remains keen interest in outdoor life amont the adults.

History. History is the subject of the next portion of the test. The arguments for its inclusion are the usual statments in favor of placing the study of history in the school curriculum. It has frequently been said that through an understanding of the events of the past we may better understand the events of the present. In no other community of the world is this statement more true than it is in Ludlow. Many of the problems of the moment may be directly traced to the story of the town's large jute manufacturing company. Although the jute company and its activities are the most significant features of the community's history, other events too have played their important parts. A knowledge of them will give each resident a better understanding of Ludlow and a greater pride in it.

The historical questions used here cover a variety of subjects. Some of the ideas touched upon are the date of the first settlement, the original nationality of the early settlers, the section of the town first built up, early industries,

and incidents of note.

Occupations. From history the test moves to the general subject of making a living. Since this is a major concern of all people, it is important that all pupils should have a knowledge of what is being done in their own community in this respect. The two major businesses, jute manufacturing and farming, are touched upon. It is also taken into consideration that the majority of the residents of Ludlow no longer are employed locally, but rather by factories in nearby communities. It is becoming increasingly more important that local citizens should realize that the future success of their town is tied in rather closely with that of the surrounding cities, particularly Springfield.

In this same section of the test are included a number of items on transportation. Both of the questions on rail and air transportation are of value when the importance of both in the world of travel is considered.

Government of the town. A knowledge of the government of a community is, of course, very vital. Consequently in this test the youngsters are questioned on this phase of community life. The foremost duty of all citizens, that of voting, receives attention despite the comparative youth of those being tested. Voting is too often neglected by adults, and if the importance of the privilege of the ballot is to be taught

with success, it must be begun at an early age. The various branches of the local government receive their share of recognition also. A number of different ideas are considered in this respect. In one case it is the function of a department. In another, it is the location, which, of course, is especially valuable in the instances of the fire and police departments. Still again, it is the method of appropriating money for the various needs of the town or a question on the identity of one of the town officials. A knowledge of these aspects of town government will be of use to the youth of Ludlow either now or in the future.

Education. Since the local school system holds a vital place in the life of each individual being tested, some attention has been devoted to this subject. It was felt that the superintendent of schools is so vital to the whole system that his identity should be known to all pupils even the youngest. As Ludlow does not have a trade school and pupils desiring such a training must go out of town, this fact was considered worth including in the test. Although the entrance age for school children is generally known, an item on this matter was added, for such knowledge may help to avoid some confusion in the future. With the present emphasis on the heavy load on local taxation for the financial support of the school and the resulting drive for increased state aid, an item on the source of school funds was definitely felt to be worthwhile. A final

question was added on the origin of the name of the S. Adelaide Cole School, for, since each pupil tested was a member of the building, it would seem that he should know the identity of the person for whom the school was named.

General community information. The remainder of the questions are of a miscellaneous nature. Each item is concerned with a phase of life within the town which is of importance to each individual. The distribution of news is touched upon. Religion is brought into the picture. Recreation of a number of different types receives some attention. The population of the town and its composition is included because of its particular importance in this community of many nationalities. There are also two items on the various organizations to be found within the town. The knowledge enabling the children to answer these questions will be of use to them in better understanding their community and in helping them to become more useful participants in its work.

Administration of the test. With the construction of the instrument completed, the administering of it was considered. It was decided that it should be administered by the regular classroom teachers. Each teacher of the rooms involved was a veteran and had conducted many tests of a somewhat similar type many times previously. A conference was held with the teachers on the method of administering the test. At that time it was also pointed out to them that the test was in no

way an attempt to reflect upon their teaching.

Some thought was devoted to a possible time limit, but eventually it was decided that it would be wise not to have such a limit. The reading abilities of fourth, fifth, and sixth graders vary considerably, and it would be unjust to give them all the same length of time. In addition, the instrument was not designed to measure reading ability, but rather to determine the extent of a child's knowledge about his community. In this case the length of time the pupil required to read the test was not important. The vital factor was to keep the vocabulary within the grasp of the youngster so that it could be determined just how much he knew about his town. The efforts that were made to accomplish this have been described earlier.

CHAPTER IV

FINDINGS

TREATMENT OF TEST RESULTS

After the tests had been corrected, the checking of the various results was begun. To facilitate the computation of the final results master sheets were drawn up. Each question was listed on these sheets as were the names of each student who had been tested. All of the correct responses for the seventy questions were then checked on the master sheets.

Comparison by rooms. It was decided, first of all, that a number of comparisons between the groups taking the test should be made. The grades were divided into their respective rooms, and each room was then compared with the other room or rooms that composed that particular grade. The rooms were first compared according to the percentage of correct answers. They were also compared on the best scores on the test. A checking of the scores of the boys and girls in the various rooms was made as a final step.

Comparison by grade. Following this, the test results for the three grades were compared. Each grade was checked according to the percentage of correct answers on the whole test. The comparative results for the boys and girls in the three grades were determined on this same basis of correct answer percentages on the entire test. The percentage of

wrong answers on each separate item for the individual grade was then computed. This made it possible to compare the individual question responses according to grade level. The list of highest scores figured on the basis of correct answers was again employed here for the purpose of illustrating which grades had the best tests.

Total test results. Totals for the test were, of course, reached on the various categories that have already been mentioned. The percentage of correct answers for the entire test was computed. The percentage of correct responses for all girls and all boys tested was figured. Finally arrived at was the total percentage of incorrect answers for each item in the test.

Comparison of results according to intelligence quotient. To determine whether there was the usually expected relationship between the intelligence quotient and the test results, an IQ was obtained for each child. This was an IQ obtained from an Otis Self-Administered Intelligence Test. The various test scores were grouped according to the IQ's of the individuals who had taken the tests.

Reliability check. As a check on the reliability of the test, the split-half technique was employed. This was easily done through the use of the master sheets.

Item by item check. Finally the percentages of wrong responses were used to determine the types of questions which

were most often answered incorrectly or correctly. This was to decide the community facts upon which the children had the least or the most information.

This concluded the various checks that were made on the test results. From these it was felt could be drawn ample evidence for the proving of the problems involved in the study.

TEST RESULTS

Total test scores. Since one of the prime purposes of this entire study is to determine how much some of the children of Ludlow know about their community, the first findings to be summarized will be the results on the total test. The test contained 70 questions and was given to 233 children which made possible a total of 16310 errors. A final checking showed that 7164 mistakes were made. This meant that 44.02% of the answers were incorrect, or, viewing it from the other angle, that 55.98% of all responses were correct. These figures, of course, were compiled on an overall basis, and there was no attempt at this point to break them down into grades, sexes, or IQ's.

The highest score on the test based on the number of correct answers was 54. This meant a right answer percentage of 77.1. The least number of right answers on a single test was 16 which is equal to a percentage of 22.9. The arithmetic mean for the 233 tests was 39.17 (number of correct responses)

while the median was 39.38. The standard deviation was 7.59. Table I which follows shows the distribution of the test scores. It too indicates that there is a massing of the scores around the 40 point.

Table I

DISTRIBUTION OF THE SCORES OF 233 PUPILS OF THE INTERMEDIATE GRADES OF LUDLOW, MASSACHUSETTS

Class-intervals (number right)	Frequency
52-54	9
49-51	15
46-48	28
43-45	36
40-42	27
37-39	36
34-36	24
31-33	27
28-30	17
25-27	6
22-24	5
19-21	1
16-18	2
Number	233

Grade performances. From the total test results various breakdowns of the scores were made. First of all, an analysis of the performances of each of the grades and each of the

grades and each of the rooms was prepared. It was found that the sixth grade had 63.68% of its answers correct; the fifth grade, 55.10%; and the fourth grade, 48.05%. Breaking this down into rooms, we find that rooms #9 and #12, which compose the fourth grade, had right and wrong percentages of 46.57 and 49.72 respectively. The fifth grade rooms, #13, #14, and #15, had percentages of 55.67, 56.21, and 53.55 in that order. Rooms #11 and #16, which make up the sixth grades, had percentages of 64.51 and 62.86.

Since there was obviously no significant difference between the right and wrong percentages of the various rooms within a grade, no attempt was made to find the critical ratio of these scores. However, this figure was computed for the percentages of the three grades. The critical ratio for the difference of the fourth and fifth grade scores was .87, for the difference of the fifth and sixth grade scores it was 1.13, and for that of the fourth and sixth grade it was 1.92. In no case, of course, can these differences be considered statistically significant.

Individual scores. An analysis of the individual scores (number of questions answered correctly) discloses the fact that four members of the sixth grade had the highest number of right responses. At this point three fifth graders entered the list of rankings, but it was not until nineteen names on the list had been recorded that a fourth grade name was reached.

Actually, however, the differences were not very great, for the top score for the sixth grade was 54; for the fifth grade, 52; and for the fourth grade, 48. Table V which follows on page 41 of the Appendix shows the breakdown of the scores according to grades and rooms and may further clarify the information already given.

Scores of boys and girls. Since it was felt that there might be some difference between the scores of boys and girls on the test, such a check of the results was made. It was found that there definitely was a difference, for in each of the rooms as well as in each grade the boys had the higher scores. However, in all cases the results so nearly approximated each other that it could not be said they were significant. This is indicated by a comparison of the percentages of right answers for the two sexes. The boys had a percentage of 57.5 and the girls a percentage of 54.2. This gave a critical ratio of .51. An examination of the table which follows on the next page will further illustrate this fact.

Table II

A COMPARISON OF THE PERCENTAGE OF CORRECT ANSWERS FOR 127 BOYS AND 106 GIRLS OF THE INTERMEDIATE GRADES OF LUDLOW, MASSACHUSETTS

Grade	Room	No. of Boys	No. of Girls	Percentage Boys	Percentage Girls
6	11	23	16	66.2	62.1
6	16	23	16	63.4	62.1
Total 6		46	32	64.8	62.1
5	13	13	16	57.7	54.0
5	14	16	13	56.4	55.9
5	15	15	16	57.1	50.2
Total 5		44	45	57.0	53.2
4	9	22	13	46.9	45.9
4	12	15	16	51.6	47.9
Total 4		37	29	48.8	47.0

In order to determine the distribution of the scores a class interval of five was selected and the scores were grouped accordingly. The complete results of this grouping can be found in the Appendix on page 68 , but a short table will follow. This table will show once again that the boys generally speaking have the higher scores at each interval, although, of course, it must be remembered that there were 127 boys taking the test and only 106 girls.

Table III

FREQUENCY OF THE TEST SCORES CLASSIFIED ACCORDING TO SEX

Scores	Number	
	Boys	Girls
50-54	12	6
45-49	31	18
40-44	26	22
35-39	28	24
30-34	18	24
25-29	7	9
20-24	3	2
15-19	2	1
	127	106

Intelligence quotient vs. test performances. It was felt worthwhile to determine the relationship between intelligence and the performances on the test. The intelligence quotient for each child was obtained from his regular school permanent record card. This IQ was obtained from an Otis Self-Administered Intelligence Test, which was given to the pupils at some time during the last one and one-half years. IQ's were available for practically all of the children who took the community test.

The various intelligence quotients were divided into four groups for the purpose of finding the distribution of the scores according to the IQ's. The first classification

included those pupils whose IQ's were 110 and higher; the second included those between 100 and 109; the third, those between 90 and 99; and the fourth, those who scored below 90. Means and medians were computed for each group. The mean for the 110 and higher group was 43.04, while the median was 43.88. For the 100 to 109 classification the mean was 38.90 and the median was 38.39. The 90 to 99 group had a mean of 38.09 and a median of 38.45, while those with IQ's of less than 90 had a mean of 34.82 and a median of 33.32. All of these means and medians represent correct responses to questions rather than percentages. A reference to Table IV will show the distribution of the various scores throughout the previously mentioned groups.

Table IV

DISTRIBUTION OF SCORES OF 221 INTERMEDIATE PUPILS OF LUDLOW ARRANGED ACCORDING TO INTELLIGENCE QUOTIENTS

Scores	110 and above	100-109	90-99	Below 90
52-54	6	2	1	0
49-51	5	8	0	2
46-48	14	2	10	1
43-45	12	10	7	5
40-42	7	5	10	2
37-39	11	8	10	6
34-36	2	7	12	1
31-33	3	11	2	9
28-30	3	4	7	2
25-27	0	1	2	3
22-24	0	2	1	2
19-21	0	0	0	1
16-18	0	0	1	1

From the above table it can be seen that intelligence has apparently made some difference in the results, for there are, for example, 25 pupils in the 110 and above group who scored 46 or higher, and only 12 in the 100-109 group, 11 in the 90-99 classification, and 3 in the below 90 group. Computing this on a percentage basis, it can be found that the top group had 40% of its people with a score of 46 or better, the second group had 20% above the same score, the third had 17% above the 46 point, and the last had 9% above this score. Following the same line of reasoning it can be found that 6 in the top IQ group scored 33 or less, 18 in the next group were below a score of 33, while in the two bottom classifications taken in order 13 and 18 pupils were below the 33 score. Translating the scores into percentages, we find the following results: 110 and above, 10%; 100-109, 30%; 90-99, 21%; and below 90, 51%. These figures indicate, then, that those with higher IQ's generally speaking were more successful on the test.

ANALYSIS OF TEST ITEMS

Analysis of items with the most errors. To complete the job of analyzing the various test results the answers on each

question were checked. In addition to determining the number of correct answers to each question the percentage of right answers for each item was computed. This was made into a table which can be found in the Appendix on page 69. From this table were selected the twenty-five questions on which the most errors were made. This was done on the basis of grade levels first of all, and each q uestion was ranked according to the number of mistakes that a particular grade had made upon it. Then the twenty-five questions with the most errors by all pupils were ranked. The same procedure was next followed for the test items on which the fewest mistakes were made. These steps thus provided a rather clear picture of the types of information concerning which the children had the most or the least knowledge.

Question #3 seemed to cause more trouble than any other item, for a total of 84% of all answers were wrong. It also ranked first in difficulty for the sixth grade where 85% of the children were mistaken on the right response. This question was concerned with the concentration of population within the town, and it is felt that the difficulty probably lay with a lack of sense of direction as much as with a failure to know where the majority of the people lived.

Rating second in difficulty was question #17. This was concerned with history and referred to the date when settlers first came to the town. Another historical item followed, for a large number of errors were made on the approximate date when

Ludlow became a town.

Number four in total errors was question #2. This required a knowledge of the length of the town. It was obvious that few children had any idea of the size of their community, for the selections from which they could choose were well spaced.

The large number of mistakes on question #66, which rated fifth, was probably due to a mistaken idea held by a considerable number of Ludlowites. It was concerned with the source of most of the foreign born population of the town. It seems to be generally felt that most of the foreign born residents of the community came from Portugal, but actually considerably more are from Poland, the correct answer to the item.

Sixth in order of difficulty was #32, which was missed by 79% of the children. This item was particularly troublesome for the fourth grade, for 92% of all answers given by youngsters of this grade were incorrect. This question was concerned with the location of the foreign branch of the Ludlow Manufacturing Company. As has been mentioned previously, this is by far the largest single business within the town.

Question #47 placed next on the list with a total of 78% of all answers incorrect. This was rather surprising for it was not felt that the item was especially formidable. Apparently, however, many youngsters of the intermediate grades are not aware of the true value of the public drinking supply.

That the people of Ludlow actually decide the amount of money that shall be spent for the needs of the town was not known to 77% of the children. Perhaps this is not particularly astonishing, however, for adults the nation over through their disregard of their duties in this respect make ignorance of this privilege among their offspring very likely. The question demanding knowledge of this kind was #44.

Question #62 was also missed by 77% of all those tested. On a matter with which many of these pupils will shortly be concerned a decided lack of knowledge was shown. This question asked for the age at which a boy must get a fishing license. Even in the case of sixth graders many of whom in the near future will be required to have a license there were 71% who were ignorant of the correct age.

Item #5 was worded in such a way that there was a considerable spread in the possible answers, yet despite this 76% of the responses given were wrong. This item asked for an estimate of the average amount of rainfall received by the town, information which seems particularly worthwhile in a community which has so many farms.

A lack of historical knowledge was again illustrated in the instance of #19. The identity of a famous New England Indian chieftain who camped in Ludlow on his return home after raiding Springfield was requested here. Although

the item does not appear especially significant to an outsider, it is felt that it should be of considerable interest locally. The Indian chief was King Philip, well-known in early New England history, and since there are comparatively few known incidents concerning the area before Ludlow was settled, it is deemed worth knowing by the residents of the town. Incidentally, this question brought forth a total of 76% incorrect answers.

Twelfth in order of difficulty was question #30, which was concerned with Ludlow's chief crop. A total of 75% of all answers on this item were wrong although only 36% of the responses on a question concerned with the most common type of farm were incorrect. Since the answer to the latter question was dairying, it might have been expected that the results on the two items would have been more closely related. However, it may have been that there was somewhat less chance for a successful guess on question #30 than there was on the question concerned with the type of farm.

Question #8 showed a considerable lack of knowledge in regard to the altitude of the town. Although the highest spot is only 700 feet, a substantial number of children estimated that 5000 feet was more nearly correct. In all, 71% of the pupils were incorrect in their answers to this item.

On #36, 71% of all answers were also wrong. Here was required a knowledge of approximately the fraction of the

people of Ludlow who were voters. It is not astonishing that so many youngsters were unaware of the correct fraction, because as in virtually all communities a substantial number of voters stay away from the polls, and it is difficult to ascertain from observation how many individuals are actually voters. Nevertheless, all residents of the town should understand that one-half of the inhabitants are registered voters whether they appear at the polls or not.

Question #54 asked for the number of newspapers that are published in the town. This seemed a straightforward question, but a rather large group of youngsters were somewhat doubtful as to the meaning of the word "published". Some seemed to feel that it meant distributed. As a result they marked the answer offering the maximum number of papers. Actually if the children had understood the meaning of the word, it is rather likely that the 71% wrong answers would have been considerably reduced.

An historical item again enters the list in sixteenth place. This was question #14, which was concerned with men well-known in Ludlow's history. The percentage of errors on this request for information was 70. Directly following question #14 is #16, another in the historical series. A like percentage of children also failed to give the correct answer in this case. To respond correctly to this question an individual had to know something of the story of Indian Leap, probably

the most famous event in Ludlow's early history.

Next in difficulty was #63, which was related to the population of the town. In all, 70% of the children were unaware of the correct number of inhabitants of their community.

Question #42, which is next on the list, reflects a rather startling situation. This question required that the pupils know that they were members of the Junior Red Cross, yet 69% of them apparently did not realize that such was the case. This, in spite of the fact that a membership drive for the organization was held in the fall of the present school year. Apparently the difficulty in this situation is that the local Red Cross makes few demands upon the organization in the local school, and the children soon forget that they have made a contribution to the work of the Junior Red Cross.

Twentieth in rank is question #37. In this case it is asked where a person would go to get a dog license. Of all those tested 66% showed an ignorance of this part of the duties of the town clerk.

Although most of the children travel regularly along Route 21, the only numbered route within the town, 65% of all the answers on this question were wrong. The question was #70, the last item in the test.

Another historical question follows, the twenty-second on the list. The item was #15 and was concerned with an early

name which was given to the Ludlow area. Of the responses 65% were incorrect in this instance, but this was not surprising for the name of Stony Hill is not particularly well-known. History again proved weak, when 64% of all the answers given to question #22 were found to be wrong. The item required a knowledge of the early use of water power within the town.

Question #9 was next to the last on the list. To answer it an individual would have to know the names of some of the most common poisonous plants within the local area. In the case of this item the child was asked to give the name of the plant that is not to be found in the community. This name may not have been familiar to the youngsters, but the names of the others are plants commonly found in this area and should be known to each youngster who took the test.

Last on this list of twenty-five questions that caused the most difficulty is #67. The individual was asked to identify the nearest city that has regular air transport service. Of all the answers to this item 54% were incorrect.

Analysis of items with the least errors. The discussion which now follows will be handled in a fashion similar to the preceding treatment of the questions on which the most errors were made. A list of the twenty-five questions on which the fewest mistakes were found was drawn up, and a percentage of errors was computed for each item. From this can be obtained

an idea of the type of questions on which the children seem to be best informed.

The question on which the pupils had the least difficulty was #50. Only 6% of all the answers were incorrect, and in each grade it was the item which caused the least trouble. It was a question concerned with the school system of the town and was only one of four such items which appear in this list. This particular question required the knowledge that Ludlow does not have a trade school. Other so-called educational questions which caused reasonably little trouble were #51, #52, and #49. The first asked for the entrance age for school children and was missed by only 11% of those taking the test. The second, erred upon by 16% of the youngsters, was concerned with the source of the funds used in operating the local schools. The last caused difficulty for 27% of the children who did not know the identity of their superintendent of schools.

Causing little difficulty was question #25, on which only 9% of the answers were incorrect. In this case it was necessary to know that Ludlow does not have an airport.

Question #51, already discussed, was third on the list and was followed by #23. Only 12% of the children were not aware that farming was an important industry in their community. Actually this percentage was really too large, however, for the other choices on the item were not occupations which play any

part in the life of the town.

Item #56 followed in fifth place. The youngsters were required to know that there is a Parent Teachers' Association within Ludlow, and all but 13% of them recognized the fact.

Most of those tested recognized that Westover Field, the Army air base, was the nearest large airport. This was not a surprising development, of course, because for some distance the airfield actually borders the town. From this it might have been expected that there should have been fewer than the 13% errors that were made on the item.

Next on the list was question #28. To obtain a correct response on this question an individual would have to know that a considerable number of Ludlow residents are employed by the Westinghouse plant located in Springfield. Most of them were aware of the fact, and only 15% of the answers on the item were wrong.

Eighth in order of difficulty was #48, missed by 16% of the youngsters. It was concerned with the lack of a veterinary in the town and might have caused more difficulty except that it was by far the best choice of the possibilities given.

Question #52 was ninth on the list, and it was followed by #64 which caused trouble for 16% of the children. A correct answer on this item necessitated a knowledge of the fact that a considerable number of Ludlow residents originally came from

Portugal.

In all, 18% of all the answers on question #11 were found to be wrong. The ability to recognize the name of a tree which grows in this area was needed for a correct response. The choices were not particularly difficult, for the alternatives were trees wnich are quite well-known as natives of other parts of the country.

Another item with a fairly small number of incorrect responses was #38, concerned with the location of the local police department. Only 18% of the youngsters failed to have this information.

Thirteenth on the list was #59. Only 18% of the children did not know that there is only one moving picture theater in the town. It might be safe to say that these are those youngsters who live in the outskirts of the community. Another question concerned with recreation which did not cause too much trouble was item #60. All but 19% of the children knew that golf was the game played at the Ludlow Country Club.

Question #10 was very similar to #11 and caused little more difficulty. It was missed by only 19% of those being tested. To answer correctly an individual needed a knowledge of some of the birds commonly found in this vicinity.

Although a comparatively small percentage, 20%, of the children failed to know the location of the local fire depart-

ment, it would seem that even this percentage is too large. No matter where their home is located all of the children go to school within a block of the building and might on some occasion have to turn in an alarm. A knowledge of the location of the department would seem to be essential for all of them. Incidentally, there was no question of the lack of knowledge of street names to confuse them here, for this was not the type of choice that was offered on this test item.

Question #4 was missed by 23% of the pupils. The item was concerned with the use of the Chicopee River, which flows along the border of Ludlow, for power. It was surprising that quite a few of the pupils taking the test believed that it was used mainly for shipping, bathing, or for a supply of drinking water.

Eighteenth in order of difficulty was question #45, which once again was concerned with the location of one of the town departments, the clerk. A total of 25% of the answers on this item were wrong. Here again street locations were not used in order to made it easier for the pupils to locate the office in question.

The first question of the test proved formidable for 26% of these intermediate school youngsters, for over one quarter of them confused the Connecticut River with the Chicopee and had the larger stream flowing along the edge of the town. Unlike the rest of the items of the test these two selections

were the only ones chosen.

Of the answers to #31, 26% were also wrong. This item required that the child realize that the main part of Ludlow's population is composed of factory workers.

In twenty-first place on the list was question #49, which has already been discussed. It was followed by #69, missed by a total of 29% of the pupils. This question was concerned with the kind of power that is used in the manufacturing of electricity for the town of Ludlow.

Question #34 and #39, next on the list, might be said to involve citizenship. The first asks for the minimum voting age, and the second for information concerning the local police force. Both of them showed a wrong answer percentage of 30%. Also with 30% were questions #43 and #55. The former was concerned with the purpose of the white lines which are painted across streets at the corners and the latter, with the composition of the American Legion.

Highest and lowest percentages of incorrect answers by grades. To conclude this discussion on the question which causes the most and the least difficulty one furtner point might be mentioned. The greatest percentage of incorrect answers for the fourth grade was 92%; for the fifth grade it was 87%; for the sixth grade, 85%. The smallest percentage of wrong answers for the fourth grade was 15%, while it was only

2% and 3% for the fifth and sixth grades respectively. This would indicate once again that, generally speaking, the performances of the upper grades were somewhat superior to those of the lower grades.

Results of the reliability check. In bringing this chapter on results to a close, it might be well to discuss briefly the findings that were obtained when the reliability of the test was checked by the split-half technique. This was quite rapidly accomplished through the use of the master sheets which were drawn up earlier in the study. When the test results were divided into two equal groups by simply assigning the even numbered tests to one group and the odd numbered tests to the other, the following figures were obtained. The arithmetic mean for the first section was 39.59, while for the second it was 38.78. Meanwhile the median for the first group was 39.64, and for the second it was 39.26. When these figures are combined with a coefficient of reliability of .924 which was obtained for the two divisions, it can be seen that the test is reliable.

No attempt has been made in this chapter to draw any conclusions from the facts that were obtained from the test results. In the chapter that follows the conclusions that the author believes are indicated by the findings mentioned in this section will be discussed.

CHAPTER V

CONCLUSION

The principal purposes of this study may be said to be three in number. First, it has been attempted to prove how much the children of the intermediate grades know about Ludlow. Second, is the knowledge that they possess adequate? Third, is the community material presented effectively to the children by the teachers. In regard to this last question it might be repeated that the author intends no criticism of present teaching methods. Generally speaking, in most areas of this country the presentation of community information to the pupils of the so-called middle grades is rather neglected. From the findings of this study it is hoped that the teachers may derive some assistance in making better citizens of these young Ludlowites through an increased knowledge of their community.

INSUFFICIENCY OF COMMUNITY KNOWLEDGE

Right and wrong percentages. The first conclusion that may be drawn from the findings of the previous chapter is that the children of the aforementioned grades have rather an inadequate knowledge of the town. The average percentage of right answers for the 233 tests was 55.98. An average grade of slightly less than 56% on material on one's own community is somewhat less than satisfactory. Furthermore the highest grade scored by any member of the group was only 77%, and only 19 of

the 233 pupils managed to have a score of 70% or better.

Means and medians. An additional point might be added concerning the mean and median for the test. The mean was found to be 39.17, while the median was 39.38. These figures were computed on a basis of the number of correct answers rather than on a percentage basis, but a quick glance will indicate that these scores are also only slightly above the 50% mark. Since it is found that nearly half of the cases fall below the 50% point and that 214 tests out of a possible 233 were below a percentage of 70, it is apparent that these children do not have a completely satisfactory knowledge of their community when the material upon which they have been tested is considered essential for them.

ADEQUACY OF COMMUNITY KNOWLEDGE

The next question of concern is the adequacy of the knowledge and understanding of their community held by these youngsters. Do they have what might be considered sufficient information concerning Ludlow at their command? A perusal of the results on the various questions should aid in arriving at a conclusion on this point.

Lack of historical knowledge. An investigation of the results of the test quickly discloses a striking lack of historical information on the part of those being tested. Of

eleven questions asked which may definitely be classified as historical, seven of them were missed by at least 64% of the children. The remaining questions were missed by considerably more than one third of the group. Although the questions are rather few in number, tney do cover basic ideas which every resident should know about his community. The date of the founding of the town, the nationality of the first settlers, their first occupations, the location of the first settlement within the town, and a few outstanding incidents in the story of the community certainly should be worth knowing for all citizens of Ludlow. All of these ideas were included in the test, yet they were missed by a large percentage of these future citizens of Ludlow.

Lack of knowledge about the Ludlow Manufacturing Company. The test also discloses a definite lack of information concerning the Ludlow Manufacturing Company, by far the most important single business within the limits of the town. At one time without question this concern was the biggest influence in the affairs of Ludlow. It was instrumental in getting a hospital, library, and recreation building for the community, and at one time it owned sizable portions of the town's land. Although there are only four items in the test which are concerned with the activities of the company, it is apparent that many of the children are unaware of its work. For instance, the function of this plant is to manufacture rope,

twine, and other products of this nature from jute, yet 39% of all children did not know that jute was used in the manufacture of rope. To make matters worse, if we break down the results on this item into grade scores, we find that 71% of the fourth grade youngsters were not aware of the use for jute and that 45% of the fifth grade pupils failed to have this information. That only 5% of the children of grade six made errors on the question may be explained by mentioning that this fact was brought out in a study of India made by those youngsters during the present school year. Even this learning apparently did not carry over on another question of the test, however, for on an item that required the knowledge that there is a branch of the Ludlow Manufacturing Company in India, 62% of the sixth graders failed to respond correctly. Fully 83% of the fifth graders and 92% of the members of the fourth grade also missed the question, which resulted in a total of 79% failures. It would certainly seem that a child of nine years or more should know that his town's principal industry has a branch factory in India, a country which has had some mention in the classroom both in history and geography.

Two other questions were indirectly concerned with the manufacturing company and its activities. One was concerned with its source of power, water. A total of 23% of the pupils made mistakes on this item, but more disturbing was the 47% of errors made by the fourth graders. Children of this grade

level should realize that the principal stream of the town is used for water power for the town's principal industry. The other question is of an historical nature and refers to John E. Stevens, a former official of the company. He played an important part in the earlier life of the town, and the local recreation building bears his name. Despite this, 70% of all the pupils erred on the item. In this instance the fourth grade was slightly more successful than the other two, for it compiled a percentage of 67% as compared to 71% scored by the fifth and sixth grades. From the results on these four questions it can be seen that the children are not too well acquainted with their chief local industry. This is particularly true in the case of the first two items where the knowledge required for a correct answer is more or less fundamental in understanding the work of the Ludlow Manufacturing Company.

Little information about the public water supply. Another rather startling indication of a lack of essential knowledge about the town is found in two questions concerned with Ludlow's water supply. One asked for the location of the reservoir from which the water comes. Since the reservoir is within the town, it would certainly seem that all children should know of its location, yet 43% of all the youngsters did not have this information. Approximately one half of the fourth and fifth graders did not have this information at their command, for 50% and 49% respectively failed to respond cor-

rectly. The sixth grade was somewhat more successful, but even in its case 31%, almost one third of the youngsters, were not aware that their public water supply, which they use at school if not at home comes from their own town.

The second item concerning the public drinking water supply asked for the reason that the supply is so good. A surprisingly large number failed to know the answer. Over three-fourths of them, 78% to be exact, marked the wrong choice here. Once again the sixth grade did somewhat better, but even 65% of these older youngsters missed the correct answer. 80% of the members of the fourth grade responded incorrectly to this item as did 83% of the fifth grade. From the information presented in these two paragraphs it is obvious that these pupils do not have important information about a vital feature of every day life.

Limited information on town government. On questions concerning local town government the children showed some knowledge. An understanding of most of the phases of the town's government is not extremely essential perhaps for intermediate school pupils, and yet possibly if more attention were given to this type of study in the lower grades, a greater sense of responsibility in the conduct of local affairs might result. At any rate a few questions on town government were included in the test. Six of them might be said to refer to the operation of the local administration and ask for such

information as the voting age, the name of the chief town office, a duty of the town clerk, facts about the local police force, and the method of making appropriations. The lowest percentage of errors on any of these questions was 30%, while the highest was 77%. In summary, it would appear that the children seem to be somewhat better informed on problems of government that on the features of life in the town already discussed. Nevertheless, when it is considered that 30% of the children are ignorant of the voting age, it can be seen that the facts of government are still not very familiar to many of these youthful citizens.

Other instances of inadequate community information: Poisonous plants. To further illustrate the inadequacy of the knowledge of these youngsters a few other examples will be cited. A question on poisonous plants of the area brought out a surprising ignorance on a rather important subject. In a town which has a large country area 60% of the children were not aware of the three poisonous plants which may be found within the limits of the town. Anyone familiar with the discomfort resulting from contact with poison ivy will recognize the fallacy here.

Location of police and fire departments. Another inadequacy may be seen in the failure of some of the children to know the locations of such important town departments as the police force and the fire department. Although 18% of the

pupils did not know where to find the police department and 20%, the fire department, this is still far too many. Every child, young or old, should have this information. As a matter of fact, if we consider the fourth grade alone in this respect, it will be found that fully one-fourth of these youngsters of nine or ten years of age do not know the location of these two important stations.

Junior Red Cross. As has been discussed previously, virtually all of the pupils of the school are members of the Junior Red Cross. Yet, when this question was put to them in the test, 69% of them did not know the fact. To make the situation even more serious the sixth grade showed a greater ignorance of their membership than did either of the lower grades. In all, 77% of the highest grade recorded the wrong answer, 71% of the fifth grade were incorrect, while only 58% of the fourth grade missed the correct response. Certainly the children should know the nature and importance of the work of this organization.

Ludlow Rod and Gun Club. A community project of which many of the children failed to know is a piece of work being carried on by the Ludlow Rod and Gun Club. It has released on its property a large number of pheasants. However, 52% of the youngsters were unaware of the project. In fact, in the case of the fourth graders a total of 61% responded incorrectly. Here we have a local organization carrying on a piece of work

which should be of definite interest and of some value to the community, yet a large number of the youth of the town are unaware of it.

Town population. One final question upon which many erred concerned the number of inhabitants of the town. It would seem worthwhile for any youngster to know the population of his town. Such knowledge would enable him to make comparisons with towns of comparable size. It would better enable him to understand the problems of his own community. Yet, only 30% of the children were familiar with the approximate population of their town. A mere 15% of the fourth graders were able to answer correctly on this item. Only 25% of the fifth graders knew the right response, while half of the members of the sixth grade were correct in their answers. The failure to know the correct answer was perhaps more surprising when it is considered that the possible choices for the item were rather widely spaced. If a child had had any idea of the correct population figure, he should have had no difficulty in answering the item correctly.

More examples of the inadequacy of the community information of these pupils might be given, but it is felt that those already presented sufficiently emphasize the point. There is little doubt that there is a lack of essential knowledge illustrated here. Any children who are not familiar with the major facts of their community's history, who lack a knowledge of the important features of their town's principal single

business, who do not know the source of their own drinking water and that it is treated to kill most of the germs, who are not familiar with the poisonous foliage of their locality, and who so not know the population of their town, can hardly be said to have an adequate knowledge of their community and its activities.

EFFECTIVENESS OF THE TEACHING OF COMMUNITY AFFAIRS

Incidental learning only. The third question to be answered in this conclusion concerned the effectiveness of the teaching of community affairs within the intermediate grades. At the start it may be mentioned that there is no definite program of community study that the teachers of the school in question follow. Most of the information concerning the town that the children acquire is absorbed through a comparison with other towns or localities in the course of their school work or through observation or other experiences outside of the classroom. That the acquisition of community information by these youngsters may be said to be incidental learning may be proved to some extent by the following findings.

Learning mainly from outside experiences. In the first place, most of the questions answered correctly are those where experiences outside of school might count heavily. A consideration of the items which received the most correct answers will show this. A question which concerned the Chicopee River

appeared in the list of twenty-five questions with the most right answers. Since there are numerous signs identifying the river at the bridges over it, any child could easily know the name of the stream without ever entering a schoolroom. Questions on the birds and trees of the area also appear high on the list, and here again this information could be acquired outside of the school.

The majority of the pupils knew that farming is an important occupation in Ludlow, but this was not surprising, for an individual merely has to travel a mile or a little more from the center of town to encounter a steady succession of farms. This again could be an example of incidental learning.

Two items in the test were concerned with airports. One required that the children know that there is no airfield in Ludlow. In this age when children are so air-minded, it is not unusual to find that most of them were aware of the absence of a field here. Westover Field, the Army air base, for some miles immediately adjoins Ludlow, so only 13% of the youngsters failed to be aware of its existence. The information necessary for the answering of these questions also could have been obtained outside of the school.

In the main, the pupils did rather well on the questions that concerned education. This could have been explained, of course, by formal teaching, but more than likely it could be explained by other means. The superintendent of schools visits

the rooms frequently; it is obvious that there is no trade school, for all of the school buildings in use within the town are grouped together in one spot; the entrance age for school children is approximately six years and has been for a long period of time. All of these facts then could have been acquired outside of the schoolroom.

Another question required that those taking the test identify the members of the American Legion as former soldiers. Since there is a post which plays an active part in local affairs, most of the youngsters were acquainted with the former activities of the members of the Legion. In addition, of course, the recent war has made veterans and in many cases Legionnaires out of the relatives of the boys and girls who took the test. Consequently the knowledge needed for a correct answer to this item could have been learned from an outside source.

Two more questions add further emphasis to the point. These were concerned with the subject of recreation. Most children today are movie goers and thus are familiar with Ludlow's single moving picture theater. A school does not have to tell them that there is only one theater in the town. The same situation is somewhat less true of the other question which asked for information on the activities of the local country club. Ludlow is a sports conscious town; some of the boys work as caddies, and the golf course is located on one of

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the main streets of the town. As a result most of the people of the town could hardly fail to know the game played at the country club.

Little learning from school sources. Now turning to the list of questions upon which the most errors were made, we find what appears further substantiation of our point. The types of questions which were most frequently missed were those whose answers could have been found so readily from a source outside of the school We have, for example, the historical questions. The average child would have considerable difficulty obtaining this information. This would be particularly true in the many cases of children whose parents or grandparents were born outside of the United States. The same situation would exist on the questions relating to the Ludlow Manufacturing Company. This would require a special type of information which would not be available to many of the children. The pupils who live in the country areas of the town and who are dependent on wells for their water supply would not necessarily be able to obtain the facts concerning the public water supply from a source outside of the school. Information on such special activities as the Junior Red Cross and the Rod and Gun Club would also not be available to the children from any particular source except the school. Main reliance would also have to be placed on the school for facts on other community affairs of which the children were rather ignorant: town government, places of

employment outside of the town, poisonous plants, the altitude of the highest point in the vicinity, the chief crop of the town, the duties of the town clerk, and the size of the town. Most of this type of information would be best obtained from the schools, for, as has been pointed out, it would be rather difficult for a majority of the children to acquire it from any outside source. Since this latter type of item was missed rather extensively while the former type was not, it would seem to indicate that the children are not acquiring information as it may come up in the course of a classroom discussion of some other foreign or American community.

SEX, IQ, AND GRADE DIFFERENCES

A final statement might be added concerning sex, intelligence quotient, and grade differences. The boys scored slightly higher than the girls in every room, and yet the differences were so slight in every case that they could not be considered significant. This is indicated by the final totals which found the boys with a percentage of 57.5 and the girls with 54.2. Intelligence quotient differences were as expected. In general, the higher the IQ of the pupil the higher he scored on the test. Of course, there were exceptions but not enough to be significant. The scores of the pupils when grouped into grades were also consistent. As has been indicated earlier in this study, the sixth grade scored somewhat higher than the fifth and the fourth grades, while the

fifth grade had better results than the fourth grade. Since these findings, that sex makes little difference, that a higher rate of intelligence usually means a better score on a test, and that an individual in a higher grade will do somewhat better on the test than a pupil in a lower grade, follow the usual pattern of test results, it would seem to indicate that this is a reasonably reliable test. The favorable results of the check by the split-half method further substantiate this fact.

IMPLICATIONS

To conclude the chapter the implications of the study will be considered. Without any doubt these children know too little about their community. They have scored rather poorly on material of concern to all members of their town. Undoubtedly all of these youngsters who will be of voting age within seven to eleven years should have acquired a considerable knowledge about their town. In fact, already as youthful citizens they need to have a reasonable amount of information about it. Yet, they do not have even this when some of them are not aware of the locations of their police and fire departments, and many of them do not know the age at which they must obtain a fishing license or that they are members of the Junior Red Cross. This would indicate, then, that somewhere in the intermediate grades a definite study of the community and its life should be under-

taken.

It would seem that it might be the wisest policy to divide up the study over the three year period. A study could be made in the fourth grade of nature as found in Ludlow and with this could be combined a consideration of what might be called topography. This latter phase could include the study of hills, rivers, rocks, and soil as found in Ludlow. In the fifth grade community study might include the general topic of making a living and another perhaps entitled general town activities. The latter topic might cover such features as recreation and local organizations. The sixth grade could handle two other important phases of community study, namely, the history of the town and a study of local government. In this three year course of study the essential features of the community and its life would have been discussed. Children proceeding on to junior high school would have a solid foundation of community understanding on which to base the work undertaken there. In addition, any pupils leaving school as they may when they have completed the sixth grade and reached a certain age, will enter a more active life in the affairs of the town with the tools to carry on their part effectively. And, of course, throughout this program the school will be building for the somewhat more distant future when all of these youths will take over a full share in the affairs of Ludlow - a time it is hoped when so much of the indifference that now characterizes town government

will disappear.

CHAPTER VI

LIMITATIONS AND NEED FOR FURTHER RESEARCH

LIMITATIONS

Too few items. As the test was in the process of construction, it became evident that an instrument of somewhat greater length might give more extensive results. A larger number of items on various phases of community study might have made it possible to state definitely that there was a weakness in perhaps town government, occupations, or some other category of that type. As the test now stands, there really are not enough items in any one category, except possibly history, to make such a statement. A larger number of items and a division of the test into a number of different areas of community information would also be of considerable assistance in drawing up a program for the study of the town in the intermediate grades.

Lack of attention to social behavior. A second limitation of this study is its lack of attention to social attitudes and behaviorisms. A primary aim of any good school system is to attempt to teach its pupils the correct way to behave in the various social situations that arise both in the school and out. There is virtually nothing in the test which will discover this sort of learning within the child.

FURTHER RESEARCH

A more extensive test. These limitations, of course, bring out certain needs for further research. One need has been discussed above. This is the possibility of the construction of a more extensive test, an instrument with a considerably larger number of items. These should be divided into a number of definite areas. From such a test it would be possible to select the phases of community study which were in need of further work by the youngsters.

A check list of social behavior characteristics. Another feasible piece of research would be an investigation into the social attitudes and behaviorisms of these children. It would not be necessary to prove that the school was or was not presenting a good program along these lines. If the investigation proved that the youngsters were not socially well adjusted, it would simply mean that there was a need for an improvement of the school's program. A method of conducting such an investigation might be the following plan. Check lists showing the various traits of good social behavior could be drawn up. These lists could then be submitted to members of the community who have considerable contact with the youngsters in question. People who might be consulted could be scoutmasters, ministers, recreation directors, theater managers, and others of this type. From their replies could be determined many facts about the social behavior of these children outside of school. These findings could then be used to aid the

educators in improving their teaching.

Tests for other grade levels. Additional research similar to that done in this study with intermediate school pupils might also be carried out. A test resembling the instrument constructed for this study might be constructed for other grade levels in the school system. Certainly a similar study concerned with either junior or senior high pupils would prove valuable, for these students would be somewhat nearer their departure from school. Furthermore there is a definite attempt to bring community affairs into the school at those levels, and it would be interesting to determine how successful the program actually is. A like piece of research might be attempted in the primary grades, for even these younger children should have some knowledge of their community and its life. However, the construction of an instrument for a study at this grade level would offer a somewhat more difficult problem than it did at the higher levels. An oral test would be necessary for the youngsters of the first grade, because they would not have the reading ability to take a written test. Even in the cases of the second and third graders the situation would be difficult, for the vocabulary used would have to be reasonably simple. In addition, it would be necessary to select the material for the test very carefully, for the information that a primary school youngster could be expected to know is far from that which an older child could be expected to have at his command. Never-

theless, such a study could be useful, for these children should know something about their community, and the results of the test could be used by the teachers particularly of the first four grades in helping the youngsters to acquire this knowledge.

A survey of teachers' use of community resources. A final study which might add more to the value of the present study might be a survey of the uses that the teachers of any of the various grade levels are making of the community resources that are available to them. This could be very similar to the study conducted by Walter B. Holt in connection with his Master's Thesis. By resources could be meant such features as farms, banks, factories, people, museums, town water supply, organizations, local drives, and other items of this kind. This type of survey would be useful in bringing a large number of community resources and their importance to the teachers' attention. It might also aid the teachers in determining which resources would be most helpful to them.

All of this research should be of assistance in furthering the aim of the original study, to produce in the schools more useful citizens both for the moment and for the future. And, when we build better citizens for the town of Ludlow, we are making them conscious of their community. Such a consciousness cannot fail to bring about a better understanding of the problems of larger areas, those of their nation and the world, for they are all becoming increasingly intermingled. With this under-

standing may come a vital step toward that better world which each recent generation has made a habit of promising its children.

APPENDIX A

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APPENDIX B

TABLE V

THE THIRTY HIGHEST SCORES OBTAINED BY INTERMEDIATE SCHOOL PUPILS OF LUDLOW ON THE COMMUNITY AFFAIRS TEST

Pupil	Grade	Room	Number right
#1	6	11	54
#2	6	16	54
#3	6	11	53
#4	6	11	53
#5	6	11	52
#6	6	16	52
#7	5	13	52
#8	5	14	52
#9	5	15	52
#10	6	11	51
#11	6	11	51
#12	6	11	51
#13	6	16	51
#14	6	16	50
#15	5	14	50
#16	6	16	49
#17	6	16	49
#18	6	16	49
#19	5	14	49
#20	4	9	48

TABLE V (cont.)

Pupil	Grade	Room	Number right
#21	4	9	48
#22	5	13	47
#23	5	13	47
#24	5	13	47
#25	5	14	47
#26	5	14	47
#27	5	13	46
#28	4	9	46
#29	4	9	46
#30	5	15	45

TABLE VI

COMMUNITY AFFAIRS TEST SCORES OF 233 BOYS AND GIRLS CLASSIFIED ACCORDING TO SEX

Number Right	Rm. 9		Rm. 12		Rm. 13		Rm. 14		Rm. 15		Rm. 11		Rm. 16		Total	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
50-54	0	0	0	0	0	1	1	1	1	0	7	3	3	1	12	6
45-49	4	0	1	0	2	3	3	2	3	1	8	4	10	8	31	18
40-44	1	0	2	3	5	3	4	3	5	3	4	4	5	6	26	22
35-39	3	3	7	4	5	2	3	4	3	6	3	5	4	0	28	24
30-34	6	7	4	4	1	6	3	3	3	4	1	0	0	0	18	24
25-29	4	1	1	5	0	1	2	0	0	1	0	0	0	1	7	9
20-24	2	2	0	0	0	0	0	0	0	0	0	0	1	0	3	2
15-19	2	0	0	0	0	0	0	0	0	1	0	0	0	0	2	1
Total	22	13	15	16	13	16	16	13	15	16	23	16	23	16	127	106

TABLE VII

PERCENTAGES OF WRONG RESPONSES ON SEVENTY ITEMS OF THE COMMUNITY AFFAIRS TEST ARRANGED ACCORDING TO GRADE RESULTS

Question	Grade 4	Grade 5	Grade 6	Pct. of Total
#1	24	26	28	26
#2	83	78	82	81
#3	85	82	85	84
#4	47	13	14	23
#5	77	74	78	76
#6	42	34	24	33
#7	47	37	19	34
#8	65	72	76	71
#9	71	52	60	60
#10	23	18	17	19
#11	27	18	12	18
#12	86	81	81	82
#13	45	46	35	42
#14	67	71	71	70
#15	80	65	51	65
#16	80	75	51	70
#17	86	83	82	84
#18	47	51	45	48
#19	62	87	67	76
#20	32	31	31	31
#21	53	49	23	42

TABLE VII (cont.)

Question	Grade 4	Grade 5	Grade 6	Pct. of Total
#22	67	62	65	64
#23	20	12	6	12
#24	71	45	5	39
#25	20	6	5	9
#26	50	38	32	39
#27	15	17	6	13
#28	26	11	9	15
#29	52	35	26	36
#30	67	83	73	75
#31	31	22	18	26
#32	92	83	62	79
#33	52	36	29	38
#34	39	31	19	30
#35	55	48	9	37
#36	83	70	62	71
#37	79	72	49	66
#38	24	15	15	18
#39	42	30	21	30
#40	26	20	15	20
#41	65	37	19	39
#42	58	71	77	69
#43	32	35	24	30

TABLE VII (cont.)

Question	Grade 4	Grade 5	Grade 6	Pct. of Total
#44	80	72	79	77
#45	36	27	13	25
#46	50	49	31	43
#47	80	83	65	78
#48	23	13	14	16
#49	39	28	15	27
#50	15	2	3	6
#51	15	3	9	11
#52	23	15	13	16
#53	56	24	21	32
#54	89	67	59	71
#55	36	31	23	30
#56	20	12	8	13
#57	55	38	23	38
#58	47	43	29	39
#59	30	16	9	18
#60	30	18	10	19
#61	61	56	36	52
#62	88	75	71	77
#63	85	75	50	70
#64	21	18	9	16
#65	42	46	31	40
#66	76	82	82	80

TABLE VII (cont.)

Question	Grade 4	Grade 5	Grade 6	Pct. of Total
#67	65	55	42	54
#68	52	46	32	43
#69	36	29	23	29
#70	79	71	46	65

TEST ON COMMUNITY AFFAIRS FOR LUDLOW, MASSACHUSETTS

Name_____ Grade_____

DIRECTIONS

On the following pages you will find questions testing how much you know about Ludlow and its vicinity.

The questions in this test are not finished. Below each question you will find four answers. One of these answers is the right one. Beside each answer is a letter. When you have decided on the right answer, place its letter in the space on the right hand side of the paper.

Now read the examples below.

EXAMPLES:

(1) The name of a teacher in the Cole School is: (1) C
A. Miss Benjamin
B. Mr. Benson
C. Mrs. Parker
D. Miss Green

(Fill in this sample yourself)

(2) Ludlow is in the state of: (2)_____
A. Maine
B. New Hampshire
C. California
D. Massachusetts

Remember to place the letter that goes with the right answer in the space on the right hand side that has the same number as the number of the question on which you are working. Now when your teacher tells you, turn over to page 1 and begin.

1. The large river which flows through Ludlow is the: 1.____
   A. Connecticut River
   B. Chicopee River
   C. Westfield River
   D. Green River

2. In length Ludlow is about: 2.____
   A. two miles
   B. ten miles
   C. six miles
   D. twelve miles

3. The part of the town in which most of the people live is the: 3.____
   A. southeastern section
   B. northwestern section
   C. northeastern section
   D. southwestern section

4. The large river in town is used mainly for: 4.____
   A. power
   B. shipping
   C. bathing
   D. drinking water

5. The amount of rainfall in a year in Ludlow is: 5.____
   A. less than 15 inches a year
   B. 15-30 inches a year
   C. 30-50 inches a year
   D. 50-70 inches a year

6. Of the places listed below the closest to Ludlow is: 6.____
   A. Washington, D. C.
   B. New York City
   C. Philadelphia
   D. Cleveland

7. A town which bounds (is next to) Ludlow is: 7.____
   A. Westfield
   B. Palmer
   C. Hampden
   D. Belchertown

8. The highest hill in Ludlow is about: 8.____
   A. 200 feet high
   B. 700 feet high
   C. 1000 feet high
   D. 5000 feet high

9. A poisonous plant not found in Ludlow is: 9._____
   A. poison ivy
   B. dogwood
   C. larkspur
   D. poison sumac

10. A bird not commonly found in Ludlow is the: 10._____
   A. robin
   B. mocking bird
   C. bluebird
   D. crow

11. A tree often found in Ludlow is the: 11._____
   A. cottonwood
   B. maple
   C. redwood
   D. Douglas fir

12. Ludlow became a town about: 12._____
   A. 1650
   B. 1775
   C. 1880
   D. 1700

13. Ludlow was once a part of: 13._____
   A. Wilbraham
   B. Springfield
   C. Chicopee
   D. Holyoke

14. A well-known man in Ludlow's history was: 14._____
   A. William E. Nelson
   B. Charles Story
   C. John E. Stevens
   D. Sidney B. Jackson

15. Ludlow was once called: 15._____
   A. Wilbraham
   B. Holyoke
   C. Plainsville
   D. Stony Hill

16. A place in Ludlow well-known in history is: 16._____
   A. Indian Orchard
   B. Indian Leap
   C. Red Bridge
   D. Haviland Pond

17. The first settlers came to Ludlow about: 17.____
    A. 1630
    B. 1700
    C. 1750
    D. 1800

18. In the beginning Ludlow was settled mainly by people whose families had come from: 18.____
    A. Portugal
    B. France
    C. Poland
    D. England

19. An Indian chieftain who spent the night in Ludlow after raiding Springfield was: 19.____
    A. Samoset
    B. King Philip
    C. Sitting Bull
    D. Wammamumps

20. Most of the early settlers of Ludlow were: 20.____
    A. rope manufacturers
    B. farmers
    C. shippers
    D. lumbermen

21. The oldest village in town is: 21.____
    A. Ludlow Center
    B. the Cady St. section
    C. Red Bridge
    D. the East St. section

22. Some of the first settlers in Ludlow soon began to use water power to: 22.____
    A. make rope
    B. make cloth
    C. make gun powder
    D. saw lumber

23. Many people in Ludlow make their living by: 23.____
    A. farming
    B. making shoes
    C. mining
    D. fishing

24. Jute is used in making: 24.____
    A. stoves
    B. bread
    C. rope
    D. cement

25. Ludlow does not have a: 25.____
A. bank
B. dairy
C. post office
D. airport

26. Which sentence about railroads is true? 26.____
A. A railroad which carries freight runs into Ludlow.
B. A railroad which carries passengers runs into Ludlow.
C. The railroad from Boston runs through Ludlow on its way to Springfield.
D. There is no railroad in Ludlow.

27. The nearest large airport is: 27.____
A. Bradley Field
B. Barnes Airport
C. Westover Field
D. Palmer Field

28. A springfield manufacturing plant where quite a few Ludlow people work is: 28.____
A. Bigelow-Sanford Carpet Company
B. Stevens Paper Company
C. H. B. Smith Stove Company
D. Westinghouse

29. Most of the farms in Ludlow might be called: 29.____
A. dairy farms
B. wheat farms
C. turkey farms
D. tobacco farms

30. Ludlow's chief crop is: 30.____
A. fruit
B. corn
C. hay
D. wheat

31. Most of Ludlow's people work: 31.____
A. on farms
B. in offices
C. in factories
D. in schools

32. There is a branch of the Ludlow Manufacturing Company in: 32.____
A. England
B. Canada
C. India
D. Brazil

33. The men who are at the head of the government of Ludlow are called: 33.____
A. mayors
B. governors
C. clerks
D. selectmen

34. In order to vote you must be: 34.____
A. 18 years of age
B. 21 years of age
C. 16 years of age
D. 20 years of age

35. When a person votes, he places his mark on a: 35.____
A. poll
B. ballot
C. register
D. report

36. The fraction (the part) of all the people in Ludlow who are voters is about: 36.____
A. 1/2
B. 1/4
C. 1/8
D. 3/4

37. In this town in order to get a license for your dog you would go to: 37.____
A. the clerk of the county
B. the clerk of the city of Springfield
C. the town clerk of Ludlow
D. the police department of Ludlow

38. Ludlow's police department is located on: 38.____
A. East St.
B. Center St.
C. North St.
D. Chapin St.

39. Ludlow's police force is: 39.____
A. chosen by town meeting members
B. elected by the people
C. on duty for special events, such as football games, movies, etc.
D. on duty at all times of the day

40. Ludlow's fire department building is located nearest to the: 40.____
A. hospital
B. library
C. police station
D. highway department building

41. Ludlow is in: 41.____
A. Berkshire County
B. Springfield County
C. Franklin County
D. Hampden County

42. A kind of club to which most of the people of this school belong is: 42.____
A. the Junior Red Cross
B. the Boy or Girl Scouts
C. the Unity-Athletic Club
D. the "Rec"

43. The white lines painted across the streets at corners are: 43.____
A. to keep cars out of that street
B. to make the street look neater
C. to show you where to cross
D. to make a safe place where cars cannot hit you.

44. The amount of money that Ludlow spends for all of its needs is really decided by: 44.____
A. the government of Massachusetts
B. the government of the United States
C. the people of Ludlow
D. the people who are at the head of the government of Ludlow

45. The town clerk's office is located: 45.____
A. near the Cole School
B. near Whitney Park
C. in Ludlow Center
D. near the Portuguese soccer field

46. Most of Ludlow's public drinking water comes from a reservoir in: 46.____
    A. Springfield
    B. Ludlow
    C. Palmer
    D. Wilbraham

47. This water is very good because: 47.____
    A. it has a few germs
    B. it has little dirt
    C. it is free
    D. It has a pleasant taste

48. Ludlow does not have a: 48.____
    A. medical doctor
    B. dentist
    C. druggist
    D. animal doctor

49. The superintendent of schools of Ludlow is: 49.____
    A. Mr. Millane
    B. Mr. Baird
    C. Mr. Doran
    D. Mr. Miller

50. Ludlow does not have a: 50.____
    A. primary school
    B. high school
    C. trade school
    D. junior high school

51. Before a child can enter school he must be nearly: 51.____
    A. six years old
    B. four years old
    C. seven years old
    D. eight years old

52. Most of the money for running the schools of Ludlow comes from the: 52.____
    A. people of Ludlow
    B. state government in Boston
    C. national government in Washington
    D. city of Springfield

53. The Cole School was named for a: 53.____
    A. lawyer
    B. soldier
    C. teacher
    D. governor

54. The number of newspapers published in Ludlow is: 54.____
A. none
B. one
C. two
D. three or more

55. The American Legion is made up of men who were: 55.____
A. doctors
B. football players
C. soldiers
D. farmers

56. In Ludlow there is a: 56.____
A. Rotary Club
B. Jewish Club
C. Young Men's Christian Assn. (YMCA)
D. Parent Teachers' Assn. (PTA)

57. The number of churches in Ludlow is: 57.____
A. two
B. fifteen
C. eight
D. twelve

58. In order to join a regular Boy Scout troop a boy must be at least: 58.____
A. 11 years of age
B. 12 years of age
C. 16 years of age
D. 18 years of age

59. The number of moving picture theaters in Ludlow is: 59.____
A. four
B. one
C. six
D. ten

60. The game played at the Ludlow Country Club is: 60.____
A. Baseball
B. soccer
C. football
D. golf

61. The Ludlow Rod and Gun Club has placed on its property many: 61.____
A. pheasants
B. rabbits
C. squirrels
D. deer

62. In order to fish, a boy must get a license when he reaches the age of: 62.____
A. 12
B. 14
C. 15
D. 18

63. The population of Ludlow is about: 63.____
A. 5000
B. 20,000
C. 9000
D. 1000

64. Quite a large number of the people of Ludlow today once came from: 64.____
A. Portugal
B. Sweden
C. Germany
D. Australia

65. Since the war ended, Ludlow's population has: 65.____
A. become larger
B. become much smaller
C. become somewhat smaller
D. stayed the same

66. The country which has given Ludlow the largest number of people who were born outside of the United States is: 66.____
A. Scotland
B. Germany
C. Poland
D. Portugal

67. If you wished to fly by airliner to another city, to get such a plane you would have to go to: 67.____
A. Springfield
B. Wilbraham
C. Westfield
D. Holyoke

68. Most of Ludlow's electricity is made in: 68.____
A. Hartford
B. Amherst
C. Holyoke
D. Ludlow

69. This electricity is made by: 69.____
A. burning coal
B. burning oil
C. water power
D. burning gas

70. An automobile route running through Ludlow which goes into Belchertown is: 70.____
A. Route 51
B. Route 21
C. Route 9
D. Route 20

ANSWER KEY
FOR
COMMUNITY AFFAIRS TEST

1. Chicopee River
2. Six miles
3. Southwestern section
4. Power
5. 30-50 inches a year
6. New York City
7. Belchertown
8. 700 feet high
9. Larkspur
10. Mocking bird
11. Maple
12. 1775
13. Springfield
14. John E. Stevens
15. Stony Hill
16. Indian Leap
17. 1750
18. England
19. King Philip
20. Farmers
21. Ludlow Center
22. Saw lumber
23. Farming
24. Rope
25. Airport
26. A railroad which carries freight runs in Ludlow
27. Westover Field
28. Westinghouse
29. Dairy farms
30. Hay
31. In factories
32. India
33. Selectmen
34. 21 years of age
35. Ballot
36. 1/2
37. The town clerk of Ludlow
38. North St.
39. On duty at all times of day
40. Hospital
41. Hampden County
42. The Junior Red Cross

43. To show you where to cross
44. The people of Ludlow
45. Near the Cole School
46. Ludlow
47. It has few germs
48. Animal doctor
49. Mr. Baird
50. Trade school
51. Six years old
52. People of Ludlow
53. Teacher
54. One
55. Soldiers
56. Parent Teachers' Association
57. Eight
58. 12 years of age
59. One
60. Golf
61. Pheasants
62. 15
63. 9000
64. Portugal
65. Become larger
66. Poland
67. Westfield
68. Ludlow
69. Water power
70. Route 21

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